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ABSTRACT

The Indicators of Quality Schools is a series of checklists of schoolwide practices or conditions found in schools known to have an effective instructional program. The instrument is designed to help schools identify areas of strength and areas where improvement is needed. The instrument consists of three parts: (1) the environment for learning, which diagnoses curricular congruence and learning climate; (2) teaching and learning processes, which evaluate instructional effectiveness and organization and management of the instructional setting; and (3) the school improvement process, which assesses: parent and community involvement, professional growth and staff development, the management of school improvement, and the principal's leadership. Respondents are asked to give each subitem on the checklist a "what is" and "impact potential" rating from zero (not present or no impact potential) to 3 (present or very positive impact potential). Each major grouping, such as curricular congruence, defines terms and quality standards. Purchasing information for each checklist is also provided. (MLH)

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Colorado Department of Education

ED322586

IV. Indicators of Quality Schools: Instrument to Assess Your School's Quality

EA 022 082

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INDICATORS OF QUALITY SCHOOLS
IV INSTRUMENT TO ASSESS YOUR SCHOOL'S QUALITY

COLORADO DEPARTMENT OF EDUCATION

NOVEMBER, 1986

Calvin M. Frazier, Commissioner of Education
201 East Colfax Avenue
Denver, Colorado 80203

Frost Foundation, Denver, Colorado

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INDICATORS OF QUALITY SCHOOLS

Developed by the Colorado Department of Education
Field Services Unit
November 1986

Background

This instrument is a series of checklists of school-wide practices or conditions found in schools known to have an effective instructional program. The INDICATORS OF QUALITY SCHOOLS is designed to assist a school in identifying areas of strength and areas where efforts could lead to significant improvement in the quality of the school.

The instrument consists of three parts, as follows:

Part A The Environment for Learning

1. Curricular Congruence
2. Positive Climate for Learning

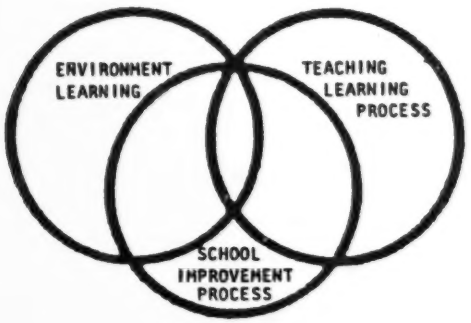
Part B Teaching and Learning Processes

3. Instructional Effectiveness
4. Organization and Management of the Instructional Setting

Part C School Improvement Process

5. Parent and Community involvement
6. Professional Growth and Staff Development
7. Management of the School Improvement Process
8. Leadership of the Principal

These three components of effectiveness are symbolized by the interlocking circles as follows:



Indicators of Quality Schools

Part A - The Environment for Learning

Please check one:

I am a (an):

____1) Teacher, Counselor or Specialist

____2) Administrator

_____3) Student

_____4) Parent

_____5) Other

_____
Name of School

_____
Date

Directions

Please note each item and sub item on the response sheet provided. Each item and sub-item should be given a "What Is" rating and an "Impact Potential" rating in accordance with the following scale:

WHAT IS	IMPACT POTENTIAL
The extent to which this practice condition is present in your school.	The extent to which human and/or material resources invested in the implementation of this practice/ condition is positively impacting or could positively impact the effectiveness of your school.
0-Is not present	0-No impact potential for school effectiveness
1-It is just beginning. It operates only on a very limited basis	1-Very limited impact potential
2-It is present and operating but only in certain programs or departments	2-Some impact potential
3-It is present and operating well on a school-wide basis	3-Very positive impact potential for school effectiveness

You will find that you are being asked to respond to some items on the basis of limited information. Please respond to such items on the basis of your perceptions, given your present information base.

INDICATORS OF QUALITY SCHOOLS

1. CURRICULAR CONGRUENCE

To manage a curriculum well means effecting a "match" between (1) what the teacher does teach, (2) what the teacher should teach, (the adopted curriculum) and (3) what is tested. Good quality control enables a school district, school, or teacher to narrow the gap between desired and actual pupil learning.

WHAT IS	IMPACT POTENTIAL
____1.1 There is a high level of congruence between the school's written curriculum and assessment--i.e, the tests reflect the curriculum.	_____
____a. Tests give administrators and teachers clear information about student achievement related to objectives defined in the school's curriculum.	_____
____b. Tests have been analyzed and selected to match the school's objectives.	_____
____c. Test items are identified which do not match curriculum objectives.	_____
____d. Curriculum objectives not included in tests are measured by some other means.	_____
____e.	_____
____1.2 There is a high level of congruence between the objectives tested by the school's testing program and the objectives actually taught.	_____
____a. The objectives measured by the school's testing program have been identified and are communicated to teachers	_____
____b. Objectives which are tested but not taught prior to testing are identified.	_____
____c. On the basis of item analysis information regarding the school's testing program, teachers modify their lesson plans to improve congruence between objectives tested and objectives taught.	_____

WHAT IS

IMPACT POTENTIAL

____d. Objectives which are taught but not tested by the school's testing program have been identified and are evaluated by other means. _____

____e. _____

____1.3 There is a high level of congruence between instruction and the school's written curriculum. _____

____a. Curriculum documents are easy for teachers to use in day-to-day planning for instruction. _____

____b. Textbooks and other materials reflect the objectives of the school. _____

____c. Topics actually used in instruction have been linked (mapped) to the written curriculum and objectives. _____

____d. The curriculum documents are actually used and the objectives taught in day-to-day instruction. _____

____e. _____

_____ Average Score for Curricular Congruence _____

---

2. POSITIVE CLIMATE FOR LEARNING

School climate may be defined as those qualities of the school, and of the people in the school, which affect people's attitudes, behaviors, and achievements. Climate is the result of formal practices and policies and of informal norms and values. Another important factor in climate is the expectations of teachers for quality student performance. Teachers who hold high but realistic expectations for students find that students perform better, stay in school longer, and attend more regularly. A final factor is the relevance of the curriculum in terms of community and student perceptions.

WHAT IS		IMPACT POTENTIAL
____2.1	School-wide and classroom norms, values, practices and policies are consistent and accepted by staff and students.	_____
____a.	In this school teachers' beliefs regarding the value of each lesson taught are frequently and consistently expressed	_____
____b.	Teachers in this school demonstrate that they care about the students by treating them with consideration and respect	_____
____c.	Teachers consistently implement school wide policies and procedures affecting students' behavior	_____
____d.	Teachers in this school demonstrate their belief in equity and the value of diversity by providing for equal educational opportunity for all, and by working with students in a fair, consistent manner, respecting ideas and differences irrespective of sex, economic static, ethnicity and/or creed	_____
____e.	This school has a pervasive, widely understood sense of mission on which major decisions are made	_____
____f.	In this school there is a high level of agreement among staff, students, and parents that academic learning is highly important	_____
____g.	The schools' grading policy is widely understood and consistently applied	_____

WHAT IS		IMPACT POTENTIAL
____	h. the school's policies and procedures regarding discipline and attendance are widely understood and consistently applied	_____
_____	i.	_____
____	2.2 The school has high, realistic expectations for <u>all</u> students	_____
____	a. Teachers' expectations of students include clear goals for student achievement that are perceived by students as achievable.	_____
____	b. Teachers believe that the instructional effectiveness of the school, more than student characteristics, determines student achievement level and treat students in ways which emphasize success and potential rather than those which focus on failures and shortcomings.	_____
____	c. Each time teachers give assignments they clearly communicate their expectations for successful completion.	_____
____	d. When a student fails at a task, information regarding the cause of the failure is used to help the student succeed.	_____
____	e.	_____
____	2.3 The rewards and recognition practices of the school provide opportunities for all students to be recognized, praised, and rewarded for their accomplishments	_____
____	a. Teachers and administrators frequently use sincere expressions of verbal praise for successful work done by students	_____
____	b. There are current displays of student work throughout the school	_____
____	c. Teachers use the grading system to reinforce students' accomplishments rather than as a means of coercion or punishment	_____
____	d. Parents of pupils in this school are notified of their children's accomplishments as well as their problems and shortcomings	_____

WHAT IS		IMPACT POTENTIAL
____e.	The school's formal reward system recognizes large numbers of students for their accomplishments, not just a few	_____
____f.		_____
____2.4	The relevance of the school's curriculum is communicated to learners on a regular basis	_____
____a.	As teachers present new material to classes they explain how the skills or content to be learned will be useful to the learner	_____
____b.	A criterion of relevance has been used by the faculty in choosing the content of the school's curriculum and in defining learning activities	_____
____c.	Teachers in this school assist students in extending and applying learning to life situations	_____
____d.	Students in this school are consistently engaged in tasks perceived by them as relevant	_____
____e.	At special events in this school (e.g. assemblies, parent nights, cultural, social, and athletic events) the relevance of learning activities is emphasized	_____
____f.		_____

_____ Average Score for Positive Climate for Learning _____

INDICATORS OF QUALITY SCHOOLS

Part B Teaching and Learning Processes

Please check one:
I am a (an):

_____1) Teacher, Counselor or Specialist

_____2) Administrator

_____3) Student

_____4) Parent

_____5) Other

_____
Name of School

_____
Date

Directions

Please note each item and sub-item on the response sheet provided. each item and sub-item should be given a "What Is" rating and an "Impact Potential" rating in accordance with the following scale:

WHAT IS	IMPACT POTENTIAL
The extent to which this practice condition is present in your school.	The extent to which human and/or material resources invested in the implementation of this practice/condition is positively impacting or could positively impact the effectiveness of your school.
0-is not present	0-No impact potential for school effectiveness
1-It is just beginning. It operates only on a very limited basis	1-Very limited impact potential
2-It is present and operating but only in certain programs or departments	2-Some impact potential
3-It is present and operating well on a school-wide bases.	3-Very positive impact potential for school effectiveness.

You will find that you are being asked to respond to some items on the basis of limited information. Please respond to such items on the basis of your perceptions, given your present information base.

3. INSTRUCTIONAL EFFECTIVENESS

Effective teaching is the result of time management, interaction between teacher and student, and teacher techniques. Time management includes both the time students are engaged in learning activities and the manner in which teachers organize engaged time. Interaction between student and teacher must balance individualized and group activities. Teachers must also apply diagnostic-prescriptive techniques.

WHAT IS	IMPACT POTENTIAL
____3.1 The amounts of time all students spend engaged or on task is high (a minimum of 70% of the instructional period).	_____
____a. Administrators, teachers and support staff enforce a policy that no one disturbs a teacher during instruction.	_____
____b. Teachers diagnose which teaching techniques promote or detract from high rates of student engagement and success and vary their teaching activities accordingly.	_____
____c. Teachers monitor engaged or on-task behavior during the instructional period and provide correctives where engaged and success rates are low.	_____
____d. Teachers diagnose the engagement and success rates of low, middle and high achieving students with resultant variation in scheduled time-on-task according to differences in learning needs.	_____
____e. Students are engaged in learning tasks which bring success to them each day.	_____
____f.	_____
____3.2 In this school a significant proportion (at least 50%) of the instructional period is composed of interactive on-task activities between students and teachers.	

WHAT IS

IMPACT POTENTIAL

____a. The teachers individualize assignments, spending most of classroom time working with students individually and in small groups. _____

____b. Teachers make themselves available to assist students. _____

____c. Learning activities in the classrooms demand active student participation. _____

____d. Teachers use direct instruction with the whole class or with small groups when teaching for basic skill mastery. _____

____e. _____

____3.3 Teachers provide for high involvement of students in learning through questioning, guided practice and class discussion techniques. _____

____a. Teachers constantly monitor questioning and discussion time so that all students are included. _____

____b. During discussions and reviews, teachers call on individual students by name rather than soliciting responses from volunteers only. _____

____c. Teachers ask questions and conduct discussions at a level where the student addressed is challenged yet likely to be successful. _____

____d. If a student gives an incorrect response, teachers continue dialog with the student and rephrase the question or give a clue so the student can succeed. _____

____e. Teachers respond to incorrect answers in a manner that does not demean the student. _____

____f. Each student has the opportunity to practice and process new learning. _____

____g. _____

WHAT IS	IMPACT POTENTIAL
____3.4 Teacher effectively present new material to students through clear, stated lesson goals and step-by-step directions and procedures.	_____
____a. Teachers use a variety of presentation techniques such as lecture, discussion, role playing, modeling, and higher-lower order questions.	_____
____b. In presenting and reviewing, teachers use a variety of materials, equipment and technology.	_____
____c. Teachers organize material so that one point is mastered before the next point is given.	_____
____d. Teachers focus on one thought, point or direction at a time and avoid digressions.	_____
____e. Teachers periodically check students' understanding of the ideas or knowledge presented.	_____
____f. The relationship of previously-studied material to new material is consistently shown.	_____
____g.	_____
____3.5 Teachers give clear and achievable assignments appropriate to pupils' levels of skills and knowledge.	_____
____a. Teachers in this school give clear, concise directions when making assignments.	_____
____b. Tasks assigned to students are perceived by them as being achievable.	_____
____c. Assignments given by teachers are sufficiently flexible so that a variety of learning styles can be utilized in achieving objectives.	_____
____d.	_____
____3.6 Teachers provide explicit feedback and corrections to students through monitoring of daily, weekly and monthly progress.	_____
____a. Teachers provide immediate feedback to student responses to questions.	_____

WHAT IS

IMPACT POTENTIAL

____b. Assigned student work is promptly reviewed and feedback is given to students. _____

____c. Frequent progress checks (formative testing) are made of each student's work, leading to modifications in assignments when necessary. _____

____d. Pupil progress is reported to parents at conferences in terms of learning objectives. _____

____e. There is ample use of rewards, praise and appreciation of all students. _____

____f. _____

____3.7 Teachers provide for individual differences in planning, instructional techniques, and in a diagnostic prescriptive approach to teaching. _____

____a. Varieties of learning environments are provided to meet the needs of individual learners. _____

____b. Diagnostic procedures for assigning students to groups are based upon the content to be learned. _____

____c. Assignments of students to fixed groups are made for short periods of time, e.g., less than a semester. _____

____d. _____

____3.8 Teachers use a variety of grouping practices to achieve a balance between individual learning needs and the instructional requirements of content. _____

____a. Heterogeneous grouping rather than homogeneous grouping is used whenever possible. _____

____b. Teachers use grouping practices which encourage pupils to learn from one another as well as from the teacher. _____

____c. The size and composition of each group is appropriate to its purpose. _____

____d. Grouping is used to increase the extent and quality of student involvement in learning activities. _____

WHAT IS	IMPACT POTENTIAL
____e. Teachers maintain a balance among large group, small group, and individualized instruction.	_____
____f.	_____
____3.9 Teachers provide opportunities for students to explore and expand their creativity, and to exercise higher level thought processes.	_____
____a. Teachers provide planned activities which encourage thinking, problem-solving and information-based decision making.	_____
____b. Teachers provide planned activities designed to teach pupils needed study skills.	_____
____c. Teachers encourage students to express divergent points of view, originality and creativity.	_____
____d.	_____
____3.10 Teachers provide instruction in how to learn independently.	_____
____a. Teachers teach students how to plan and evaluate their own learning.	_____
____b. Opportunities are provided for pupils to pursue special interests through independent work or through joint efforts with other students and/or community groups.	_____
____c. Opportunities are provided for pupils to assume responsibility for their own learning activities in accordance with their level of maturity and motivation.	_____
____d.	_____

_____ Average Score - Instructional Effectiveness_____

Colorado Department of Education
November, 1986

4. ORGANIZATION AND MANAGEMENT OF THE INSTRUCTIONAL SETTING

Effective teaching requires a setting conducive to learning. The teacher must set the stage for learning from the beginning of the school year. Expectations of student behavior and the consequences for misbehavior must be explicit and consistent. The physical setting of classroom must be coherently organized in relation to required instructional settings and content.

List below the subject level or grade levels you are considering as you rate the following:

WHAT IS	IMPACT POTENTIAL
____4.1 Teachers in this school set the stage for learning at the beginning and throughout the school year.	_____
____a. Teachers are in charge of the instructional setting from the moment the first students arrive.	_____
____b. Teachers systematically explain the rules, have them modeled, give standards for acceptable behavior, give students an opportunity to practice the desired behavior and indicate the consequences of not following the rules.	_____
____c. Teachers introduce the students to all of the major instructional arrangements to be used during the year; e.g., grouping arrangements, types of tests to be used, how the books are organized, homework procedures, etc.	_____
____d. On the first day, teachers establish a system of student responsibility and accountability for work. This system is perceived by students as fair and clear.	_____
____e.	_____

WHAT IS

IMPACT POTENTIAL

____4.2 Teachers clearly define expectations for student behavior. _____

____a. Students receive consistent feedback from teachers on what is acceptable behavior in this class. _____

____b. Teachers help students anticipate and solve problems they will face when working independently and with other students in groups. _____

____c. Teachers use appropriate management techniques to promote self-discipline, responsibility and respect for the rights and property of others. _____

____d. _____

____4.3 The school clearly defines and enforces consequences for misbehavior. _____

____a. The school has a clearly-defined discipline policy which is consistently enforced. _____

____b. The faculty and administration have a behavior management strategy which includes anticipating and avoiding problems and planning activities to discourage undesirable behaviors. _____

____c. Discipline in this school in unobtrusive, with quiet reprimands rather than shouting, with a focus on good behavior rather than on disruptive acts, but with swift action to deal with disruption when necessary. _____

____d. In dealing with misbehavior the faculty and administration make it clear that it is the student's behavior, not the student, which is unacceptable. _____

____e. The school provides for special services and programs for students who demonstrate severe behavior disorientation. _____

____f. _____

____4.4 The physical environment of the school is attractively and coherently organized in relation to instructional settings and content. _____

WHAT IS	IMPACT POTENTIAL
____a. Teachers make effective and appropriate use of space by varying learning settings for teaching concepts and skills.	_____
____b. Teachers identify and provide appropriate materials, supplies and equipment to be available when needed.	_____
____c. The school as a whole provides pupils with an orderly and attractive environment for learning.	_____
____d. The school buildings and grounds are in good repair and show evidence of upkeep.	_____
____e.	_____

_____ Average Score of The Organization and Management of The Instructional Setting _____

Colorado Department of Education
November, 1986

Indicators of Quality Schools

Part C School Improvement Processes

Please check one:

I am a (an):

___1) Teacher, Counselor or Specialist

___2) Administrator

___3) Student

___4) Parent

___5) Other

_____
Name of School

_____
Date

Directions

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You will find that you are being asked to respond to some items on the basic of limited information. Please respond to such items on the basis of your perceptions, given your present information base.

5. PARENT AND COMMUNITY INVOLVEMENT

Effective teaching is the result of time management, interaction between teacher and student, and teacher techniques. Time management includes both the time students are engaged in learning activities and the manner in which teachers organize engaged time. Interaction between student and teacher must balance individualized and group activities. Teachers must also apply diagnostic-prescriptive techniques within the classroom framework of time and interactive spatial arrangements.

List below the subject level or grade levels you are considering as you rate the following:

WHAT IS	IMPACT POTENTIAL
____5.1 The school has developed strong mutual communications with parents.	_____
____a. The school's teachers and administrators provide parents with information regarding their children's educational progress in addition to the usual report card or progress report.	_____
____b. The school's staff members use information from parents to understand better students' needs and strengths.	_____
____c. The school's staff make parents fell welcome at the school by being accessible and responsive to them.	_____
____d. Community members, including parents, support and attend school-sponsored events.	_____
____e.	_____
____5.2 The school provides for parent and community participation in instruction and in governance.	_____
____a. Teachers in this school use parent volunteers in the instructional setting.	_____
____b. Teachers encourage students to gain a variety of experiences in home and community settings.	_____
____c. The faculty and administration invite community people into the school to give presentations.	_____

WHAT IS	IMPACT POTENTIAL
____d. Parents and other community people are actively involved in working on school improvement tasks.	_____
____e. Parents and other community people are involved in planning, decision making, and problem solving activities.	_____
____f.	_____

_____ Average Score Of The Parent and Community Involvement: _____

Colorado Department of Education
November, 1986

6. PROFESSIONAL GROWTH AND DEVELOPMENT

A school-wide staff development program, explicitly tied to school improvement efforts, is a major key to developing and maintaining an effective school. The program must coordinate individual professional development with the needs of the whole school. Accordingly, assessment of organizational and individual strengths and weaknesses is fundamental. The school must also provide the opportunity for staff to apply what they have learned in professional development activities. A sound staff development program is also the primary internal basis of school revitalization.

WHAT IS	IMPACT POTENTIAL
____6.1 The school staff development plan has been designed to support school and instructional improvement priorities	_____
____a. The school's leaders have completed a needs and strength assessment related to criteria descriptive of effective schools.	_____
____b. The results of the needs and strengths assessment have been used to define priorities for school and instructional improvement.	_____
____c. The staff development program is designed to support defined school and district priorities for instructional improvement.	_____
____d. The staff development program is situation specific; it considers the unique needs and features of the school as a whole and the various settings within the school.	_____
____e. The staff development program is flexible and responsive to changes in the participants, in the school setting, and in the school's priorities.	_____
____f.	
____6.2 The teacher is provided with support and assistance as he or she implements the professional growth/instructional improvement plan.	_____
____a. Adequate time has been allocated for the clinical supervision process so that improvement can be assured and documented.	_____

____b. The clinical supervision process includes teacher self-assessment, professional growth planning, pre-observation conferences, observation, feed-back, and documentation of the extent to which professional growth and instructional improvement occur. _____

____c. Assistance from individuals other than the supervisor is available to the teacher. _____

____d. A well-defined process is utilized by staff members and supervisors to evaluate the extent to which instructional improvement and professional growth objectives are met. _____

____e. _____

____6.3 The staff development program reflects current research regarding effective instructional practices. _____

____a. The school's administrators and other school leaders collect current information regarding effective instructional practices and available staff development programs and materials. _____

____b. Instruments and procedures for their use in the clinical supervision process are research-based, _____

____c. Specific practices introduced to teachers through the staff development-supervision process have been validated as effective for the purposes intended. _____

____d. _____

_____ Average Score of The Parent and Community Involvement: _____

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7. THE SCHOOL IMPROVEMENT PROCESS AND ACCOUNTABILITY

Effective schools do not simply "happen." Effective schools develop through thoughtful planning and ownership for the result of planning. The result of planning is a school improvement process which leads to (1) quality student outcomes, (2) quality leadership, and (3) effective instructional practices. Accountability for these outcomes means a continuing cycle of assessment, prioritization, implementation, evaluation and reporting.

WHAT IS	IMPACT POTENTIAL
____7.1 The school utilizes assessment information as a means of defining its priorities for improvement.	_____
____a. Community members, students, and staff members are periodically assessed to determine their perceptions regarding the school's strengths and weaknesses.	_____
____b. This assessment information, plus information from the school's testing program, is used by the school to set improvement priorities.	_____
____c. The school's school improvement committee and such others as may be appropriate, participate in the priority setting process.	_____
____d.	_____
____7.2 Plans have been developed for each improvement priority.	_____
____a. The school's school improvement plans address district-wide priorities as well as individual school priorities.	_____
____b. Each action plan includes specific objectives for school improvement, activities related to each objective, allocation of responsibility, and target dates for completion of each activity.	_____

WHAT IS		IMPACT POTENTIAL
____c.	Plans for evaluating the outcomes of the action plans have been developed.	_____
____d.		_____
____7.3	The school's action plans for school improvement are implemented, evaluated, and modified.	_____
____a.	The school's leaders manage the action plans efficiently so that planned activities occur within specified time limits.	_____
____b.	Information resulting from the activities specified in the action plans is used to modify or update those plans.	_____
____c.	The impact of each plan on the school's effectiveness is documented.	_____
____d.	The impact of the over-all school improvement effort on the school's effectiveness is documented.	_____
____e.		_____
____7.4	The results of the school's improvement efforts are reported to students, staff, and the public.	_____
____a.	The school's school improvement committee participates in communicating the results of the improvement efforts.	_____
____b.	An action plan for reporting on the progress of the school's plan for improvement exists and is used.	_____
____c.	School leaders sponsor activities such as open meetings, news releases, and reports to The Board of Education to inform school community members of the school's progress.	_____
____d.		_____

_____ Average Score for Accountability/Accreditation Planning_____

Colorado Department of Education
November, 1986

8. LEADERSHIP OF THE PRINCIPAL

Effective schools research has consistently shown the principal to be a significant factor in effecting positive changes at the building level. The principal sets the tone for all improvement efforts and provides positive reinforcement for improvement activities of both staff and students. Without effective principal leadership, school improvement efforts tend to be fragmented, lacking clarity of purpose and continuity. The principal is instrumental in establishing a school climate which is supportive of new and relevant ideas and which encourages collaborative activities on the part of the staff, students and parents.

WHAT IS	IMPACT POTENTIAL
____8.1 The principal performs the role of instructional leader for the school.	_____
____a. The principal, with such assistance as may be necessary, organizes activities to improve the extent to which there is congruence between the school's objectives as defined in the written curriculum, the objectives which are actually taught, and the objectives tested.	_____
____b. The principal, with such assistance as may be necessary, manages the school's staff development program in such a way that it contributes to the professional growth of the staff and the improvement of instruction.	_____
____c. The principal manages the school's teacher supervision/evaluation process in such a way that the process contributes to the professional growth of the staff and the improvement of instruction.	_____
____d.	_____
____8.2 The principal performs the role of change agent by involving staff, students and parents in the school improvement - accountability process.	_____

WHAT IS		IMPACT POTENTIAL
____a.	The principal involves staff, students, and parents in assessment, priority setting, planning, implementation of school improvement activities, and evaluating.	_____
____b.	The principal encourages staff, students and parents to try out new ideas.	_____
____c.	The principal demonstrates broad knowledge of the research on effective schools and encourages school improvement efforts which apply that research.	_____
____d.		_____
____8.3	The principal is the conceptualizer and personifier of the school's mission.	_____
____a.	The principal expresses the school's mission and makes decisions consistent with that mission.	_____
____b.	The principal expresses a vision of what the school should be rather than restricting a vision of the school to present contingencies.	_____
____c.	The principal expresses his or her own professional beliefs, values and expectations and makes decisions consistent with those beliefs, values and expectations.	_____
____d.	The principal takes a position on issues and is not seen as being unfairly influenced by others.	_____
____e.		_____
____8.4	The principal acts as a manager and expediter of school activities.	_____
____a.	The principal involves others in problems definition and problem solution.	_____
____b.	The principal effectively applies conflict resolution skills.	_____

WHAT IS	IMPACT POTENTIAL
____c. The principal manages time effectively.	_____
____d. The principal delegates effectively.	_____
____e. Once a decision has been made regarding a course of action, the principal expedites the agreed upon activities. He or she "gets things done".	_____

____ Average Score for Leadership of the Principal ____

Colorado Department of Education
November, 1986

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